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ABSTRACT

This final report describes activities and accomplishments of Project Adobe, the New Mexico Parent Training and Information Center, which provides information, support, education and training to families with school-aged children with disabilities in their local communities. Achievements include: (1) completion and printing of a booklet on the extended school year; (2) compilation of a book on positive behavior supports and discipline as well as a training module; (3) two publications on transition and their translation into Spanish; (4) creation of training modules to accompany the transition publications and their translation into Spanish; (5) development and delivery of a two-day advocacy workshop; (6) updating of a handbook on parental rights and special education procedures; (7) development of a data collection system; and (8) production of a compact disc that includes the project's publications and state and federal documents useful to families and educators. An attached chart lists the project's goals and objectives with specific activities and accomplishments. (DB)

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ED 475 574

PROJECT ADOBE

FIVE YEAR

FINAL REPORT

OF

PROJECT ACTIVITIES

August 1997 through September 2002

AWARD NUMBER:	**H029M970012-98**
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II. Executive Summary

Project Adobe is the Parent Training and Information Center administered through Parents Reaching Out (PRO). It is the goal of Project Adobe to provide information, support, education and training to families with school-aged children with disabilities throughout the state in their local communities. Specific emphasis is placed on serving families who have been identified as underserved due to geographic, linguistic, economic and/or cultural barriers.

The philosophy that drives Project Adobe is our belief that partnerships between families and educators learning and working together at both the state and local levels provides the best assurance of an appropriate education for all students with special needs. This philosophy underlies and justifies the Project's every action. The goals of the Project reflect this philosophy with parents assuming the central role in all Project activities. Parents develop materials, conduct trainings, provide information, offer support and develop relationships with other parents and educators.

Some of the outcomes of the Project have been that parents are:

- Able to better understand the nature and related needs of the disabling condition(s) of their children with disabilities;
- Better prepared to provide follow-up support for the educational programs in which their children with disabilities participate;
- Able to communicate more effectively with their educator partners regardless of whether they are general or special education teachers, administrators, related service personnel, and other relevant professionals;
- Fully participating in educational decision-making processes, including the development of IEPs; and
- Obtaining information about the range of options, programs, services, and resources available at the national, state, and local levels to children with disabilities and their families.

The ultimate goal is that parents are able to make informed decisions regarding every aspect of their children's lives.

Project Adobe has made some amazing accomplishments during the grant period. The accomplishments include:

- We completed the "Extended School Year" booklet and the New Mexico State Department of Education has printed a several thousand copies for use by families and school districts☺
- We have compiled a book on positive behavior supports and discipline procedures and developed a training module on this topic.☺
- We have developed two publications on transition that follow the NMSDE "Pathways To The Diploma". A Bridge to the Future focuses on the ability path to the diploma and The Journey Continues is geared toward the standard and career readiness paths to the diploma. ☺
- Both of the transition publications have been translated into Spanish.☺
- We have also created training modules as companions to A Bridge to the Future and The Journey Continues ☺

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- We have developed Spanish translations for the training modules for A Bridge to the Future and The Journey Continues ☺
- We have completed a brochure for our "Advocacy With Honor" workshop☺
- We created a two-day "Advocacy with Honor" workshop as a means of building skilled community based advocates within communities in our state. We have held two Advocacy with Honor workshops this reporting period☺
- Perhaps our greatest accomplishment was completing the update of our very successful handbook, The Handbook-Parental Rights and Special Education Procedures. We have discussed the processes recommended in the Handbook with the US Department of Education Office of Special Education Programs as something that may be used nationwide. The Handbook has also been translated into Spanish. Training modules have been created for workshops☺
- The New Mexico State Department of Education uses our Handbook to guide preparations for procedures and forms to ensure that they are parent friendly.
- We have developed a data collection system that truly shows promise of being able to collect all the data that the organization might need.
- We produced a Compact Disc during the final portion of our grant cycle. The disc includes many of our publications as some of the state and federal documents that are useful to both families and educators.

Most people completing the above accomplishments would consider themselves successful. In addition to the above, Project staff also handled the following during the grant period:

Part B	**2/1/02-9/30/02**	**GTD**	**Totals**
Phone calls:			
Families	2,857	38,874	41,731
Service Providers	488	4,616*	5,104
Educators	645	1,687*	2,332
Others	801	0**	801
Total Calls	**4,791**	**45,177**	**49,968**
E-Mail	12,225	11,303*	23,528
Conferences and Workshops attended (20) (420)	1,673	8,016*	9,689
Workshops and Presentations Conducted (38) (244)	3,433	6,550	9,983
Meetings, Committees and Workgroups (224)	2,877	0**	2,877
Total Contacts (Duplicated)	**24,999**	**71,046**	**96,045**

*Numbers not collected until March 2000
**Numbers not collected until February 2002

Project Adobe has recently developed a relationship with the New Mexico Department of Health as result of the relationship our ability to participate in Part C activities has increased enough that it is worthwhile to show the contact information separately.

Part C	2/1/02-9/30/02	GTD	Totals
Phone calls:			
Families	1,121	18,098*	19,219
Service Providers	739	1,617**	2,356
Educators	175	0***	175
Others	360	0***	360
Total Calls	**2,395**	**19,715**	**22,110**
E-Mail	3,166	573**	3,739
Conferences and Workshops attended (17)	502	0***	502
Workshops and Presentations Conducted (54)(108)	514	1,657**	2,171
Meetings, Committees and Workgroups (77)(218)	953	1,705**	2,658
Total Contacts	**7,530**	**23,650**	**31,180**

*Numbers not collected until March 1999
**Numbers not collected until February 2001
***Numbers not collected until February 2002

Project Adobe staff additionally provided 18,981 requests for specific information. Parents Reaching Out distributes a regular newsletter "PROgram". 103,000 PROgrams were sent out during the grant period.

Total Contacts		
Part B	96,045	
Part C	31,180	
Specific information request	18,981*	
PROgrams	103,000	
Total contact information for the reporting cycle		**249,206**

*Numbers not collected until March 2001

Project Adobe has been blessed with a staff that is following their *DREAMS*. It is a pleasure to work with a staff of individuals who are so committed that the only challenge we have is to help them take care of themselves. As we have built partnerships by maintaining consistency and developing credibility, it often feels like we are victims of our own success. Our Project Adobe staff members are constantly are sought out to take part in local and statewide task forces or committees because the professionals attending have requested our input and value our contribution. This brings new meaning to the old saying, *"Be careful what you wish for, you might just get it"*.

Over the course of the grant, perhaps the most rewarding thing we have accomplished is that we have learned to build relationships with the education system. We have learned that it is often difficult to develop relationships that are built on respect, consistency, integrity and trust. More importantly we have learned the importance of maintaining those relationships. We have learned that even though we currently are experiencing great relationships with our educator partners, the education system still has the money and power to say they don't want

to be partners anymore. If families are to have a voice in systemic change, we must continue to build and maintain relationships.

The organization began to utilize technology such as computers with the beginning of this grant and just three years ago we were finally able to provide each staff person with a computer at their desk. With the luxury of technology, we find that we must be careful not to lose the personal touch with the families we are to serve. Though we have come a long way with technology and have needs for more sophisticated tools, we are now concentrating more than ever on those personal relationships that have helped us become the organization we are today. We must be ever watchful as we address the challenges that families face each day. Close personal contact provides the key to relationships that will help families become respected advisors to education systems focused on successful outcomes for every child.

During the last few months of the grant period our relationship with the New Mexico Department of Health, Part C lead agency has begun to blossom and our efforts towards working with families from Part C has been greatly improved. We have discovered that working with professionals has helped this system become more family friendly. However, we still have a long way to go in these efforts. It seems to us that Part C, though in its infancy, is moving towards a mentality that the authors of Part B desire to leave behind—a culture of compliance instead of results. Maybe we can help impact that system to encourage it to become more results oriented.

It has been a great experience to look back at the past few years and see where we have been. Now we can look forward to the horizon and see a new day dawning for families and children in New Mexico. We can picture this because Parents Reaching Out has blossomed into an organization that is present in every corner of the state and is truly having a positive impact on all systems in New Mexico. Our partnership with the education system continues to flourish and is now spreading to the health care system, the early childhood system and the juvenile justice system.

III. Project Status

See Addendum A (Project Status Chart) starting on page 7.

IV. Budget Information

Funds were expended at the rate expected from August 1997 through September 2002 we drew down $1,117,490.00 and expensed out $1,117,490.00. Parents Reaching Out paid bills relevant to Project Adobe on a biweekly basis. With the change in the relationship with Parents for Behaviorally Different Children, we changed the budget to be more supportive of the Adobe Corp and hired another staff person. We did not have any unexpended funds at the end of the budget period.

Although we are not required to have matching funds, the Project generated over $135,379.97 in matching funds through volunteers, donated office space and various other services.

V. Supplemental Information/Changes

There were few changes made to the Project goals during the grant period. We feel that the staff and organization has exceeded the expectations set forth in the grant. There are a few reasons that explain why our Project exceeded expectations. One is the type of driven and committed staff employed by our Project. Each and every person feels that this is a missionary field. A second reason for our success comes from the partnerships that we have built with the different members of the education system. Increasing numbers of educators and service providers calling for information, training, referring families to Project staff and requesting workshops is good for the different school districts and communities. The longevity of key personnel has proved to be invaluable in building trust and respect necessary to maintaining these partnerships.

Addendum A
Project Status Chart

Goal	Objective	Results of Activities Completed during Grant Cycle
Goal 1 (page 21) **Expand and maintain throughout New Mexico the Adobe Corps of Community Based-Advocates (CBA's).**	**Objective 1:** **Provide 2-day Adobe Corps Community-Based Advocate (CBA) training to a total of 50 parents, educators and other interested persons.**	Conducted seven 2-day Adobe Corp./Advocacy with Honor workshops in Las Cruces, Albuquerque, Los Lunas and Window Rock. These workshop sites were chosen due to the number of applicants in the region. Project staff trained collaboratively with SDE/OSE personnel on 30 occasions and participated in numerous SDE/OSE sponsored events including quarterly meetings; trainings, conferences, and committee meetings. We discontinued the use of our Adobe Corp manual due to the high cost of printing. We now make available to the CBA's a wide variety of publications on various topics, this proved to be a better, use of the Project resources. CBA's received new information packets as Project materials and publications were developed or revised. All workshops were interactive and relied on the use of various media. Information was delivered in a non-threatening and inviting manner. Questions were always welcomed and discussion encouraged. Workshops employed the use of adult learning styles including relevant videos, overheads, games, and role-playing to keep trainees interested and focused. 7 Workshops were conducted to 176 parents and professionals attending. Of those attending 28 CBA's emerged to bring our
	Objective 2: **Provide mentoring/peer modeling for 10 newly trained Adobe Corps CBAs by Project staff and experienced CBAs.**	**All 28 newly trained Adobe Corps members (CBAs) received mentoring and peer modeling from Project staff.** They can contact Project Adobe staff and other Parents Reaching Out staff members at any time and are closely monitored and mentored as they begin to work with families. Project Staff contacted the CBA's 4,288 times over the grant period. Family permission was always required before a newly trained CBA could attend an IEP or other relevant educational meeting with the veteran CBA or Project Adobe staff member who already had an established relationship with the family. 157 meetings were attended by newly trained CBA's for mentoring purposes. CBAs were continually asked for feedback. The first opportunity to provide feedback was after completion of the required two-day Advocacy with Honor workshop. At that time they are requested to complete an evaluation of the workshop and the trainer. After their mentorship, they are asked for further feedback. As they began working with families, they were again asked to provide Project staff with feedback related to the support they received from the Project. They were asked to identify what would help them in the field, how the Project could better support them, and where they saw potential problems. The feedback was used to assess and improve workshops, information and support. 239 Advocacy with Honor evaluations were received. 327 responses to feedback requests were received after mentorship. 125 responses for feedback were recieved after the CBA had work with a family. Staff also evaluated all new CBAs. CBAs were evaluated by examining indicators such as: understanding of the special education process, laws and regulations, state standards and procedures; knowledge of parent rights and the IEP process; effective listening, communication skills and problem-solving skills as well as their ability to work well with families and educators. Monitoring was ongoing for both new and veteran CBAs. 239 staff evaluations of CBA's were completed.

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Objective 3:

Provide on-going networking of calls for assistance with local Community-Based Advocate.

Project Adobe has 59 trained Adobe Corp members throughout the state. Calls were received at the PRO main office requesting assistance on an educational concern are relayed to an Adobe Corp member in the community where the caller lived. By using our database, we were able to track pertinent information including: caller location, information requested, specific nature of the contact and who referred the caller. We were also able to gather child specific information including the name, sex, and age of the child with special needs; the child's school and district and the nature of the disability. In addition, we were able to identify the family's preferred language and ethnicity; the information and/or materials requested by the family and when the information and materials where provided. We were able to indicate if there was a need for follow-up and the nature of that follow-up. 2520 of referrals were made to CBA's during the grant period.

All families calling Project Adobe requesting information, support or training weree provided with information on the Adobe network of CBAs and how to contact the CBA(s) in their communities. Further, all CBAs were encouraged and provided opportunities to network and share expertise with one another. CBAs were encouraged and supported in their efforts to expand outreach efforts to families and educators by attending relevant activities within their communities. CBA's received information about conferences or special activities sponsored by our organization, the State Department of Education or other groups within our state in order to continue to provide them with current information and network opportunities.

Objective 4:

Provide on-going monitoring of Adobe Corps CBA sites to ensure adequate support, availability of problem-solving skills and information, updates about special education laws and regulations.

All CBAs were contacted at least bi-monthly. 5140 contacts were made by Project Staff to the CBA's during the grant period. In addition, CBAs contacted the office regularly to have questions answered and to request materials. 3431 contacts were recieved by Project Staff from CBA's. The majority of Project staff and CBA's were connected to the Internet so contact with each other was easier in the last couple of years.

Project Adobe CBAs were offered the opportunity to attend 10 different meetings during the grant period.

All Adobe Corp members were given an orientation to Project Adobe and the other projects that are administered through PRO. Adobe Corp members were able to make referrals to each of the other projects as appropriate and to use the staff from these projects as further resources for families and themseleves.

The cost of the Education of the Handicapped law report was so prohibitive, we had to discontinue its use. Instead, we relied on a wide variety of other resources to meet this need. The following sources were used to keep Project staff and CBAs apprised of federal and state regulation changes: OSEP published materials, State Department of Education resources, NICHY, the Alliance and Matrix, Mountain Plains Regional Resource Center, the National Parent Network on Disabilities as well as various Internet and other sources.

Project staff sent out 48,011 periodic mailings to all CBAs containing any and all current information on Federal and State regulations, standards, best practice with alerts as to any changes to these. The PROgram, Parents Reaching Out's newsletter, contained further relevant information on Project Adobe issues as well as other PRO initiatives.

All CBAs were given 10 different opportunities to come together during the grant period.

Individual CBAs have attended a host of conferences throughout the country. Project Adobe worked closely with the State Department of Education, Local Education Agencies, the DDPC, the Elks Foundation and others to secure funding in order to send CBAs to conferences of particular interest. 12 conferences were attended by CBA's during the grant period.

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	Objective 5: **Disseminate information regarding Project Adobe.**	Project Adobe authored 26 articles that appeared in the PROgram (PRO's newsletter), we also authored several other articles which appeared in the following publications: The Arc of NM's newsletter, the New Mexico Learning Disabilities Association's newsletter, Parents for Behaviorally Different Children's newsletter and the Cerebral Palsy Association newsletter. Project Adobe provided a variety of information included in conference packets throughout New Mexico. Project staff presented at the PRO Partnership Conference four years in a row, Native American Early Childhood Conference 3 years, and the Fiesta Educativa Conference three years in a row. Project Adobe responded to thousands of requests for specific information. We often provided a "Handbook," to parents calling to request information. Parents attending IEP Process workshops also received a personal copy of the Handbook. Of the approximately 22,759 calls received Project staff sent out 4,200 handbooks and 2,542 informational packages. Of the 22,759 contacts made by phone: 13,389 were parents, 3,157 were educators and 2,288 were other professionals seeking information. Information was routinely provided via the telephone. Of all calls to the Project, approximately 47 % requested information and 53% requested assistance with solving particular problems that they were facing. We responded to approximately 15,225 e-mail requests for information. The majority of the e-mail contacts were for information and technical assistance. Project Adobe makes every effort to submit proposals to relevant conferences in our region. Project Adobe has submitted proposals to the New Mexico Partnership Conference. See Activity 5.2 above
Goal 2 (page 24) **Expand PRO's statewide technical assistance model designed to provide support, information and assistance to families who have children**	**Objective 1:** **Expand staff capacity for delivering technical assistance in both one-on-one and workshop formats.**	Project Adobe staff took 22,759 phone requests, 15,225 e-mail requests and worked with 8,012 people during workshops conducted and attended 84 conferences and 539 meetings during the grant period. Our formal relationship with PBDC was discontinued in 2001. We did however, continue to collaborate with PBDC whenever possible to serve families. PRO staff attended 28 staff development days during the grant period. Topics included Prepare and Present, Partnerships, IEP Process and Transition, Right Question Project, Publication Design, HealthCare Options, Parent to Parent and many other areas identified by the as needs. We also had 42 in-service meetings with PBDC during the reporting period. The meetings with PBDC were stopped in 2001 due to termination of the formal relationship with them.
	Objective 2: **Provide half-day training workshops to at least six sites that appear to be "hot spots" (areas where frequent calls are received).**	Using the information gathered from our database, Project Adobe tracked a range of information. This information was used to address training needs, determine workshop locations and improve partnerships between families and schools. (Example of information tracked is name, address, item of concern, child's disability, school district ect) 28 sites were selected. We linked the parents and/or educators in a given community and they jointly determined the type, date and location for the workshops. They were encouraged and supported to work together to advertise for the up-coming workshops. Linking interested community members helped to build partnerships and relationships within the community. This strategy was used in all 28 identified communities. When a community requested training, a staff member contacted the community and assisted with the set-up of the training. This was particularly rewarding from the stand point that when we began to work in a community a school district would often appoint a person from the district to help make the workshop a success. The skill that person gained from working with us was then transferred to working with other groups and parents.

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Project Adobe staff contacted the LEA Director and/or RCC Director in all 28 identified communities to inform them of the workshops, their content, and requested that they further inform families and staff. Directors and LEA staff were always invited and encouraged to attend and participate in the presentation. 28 communities of the 28 had district personnel that participated in the presentation.
At the completion of a workshop, the Project member(s) conducting the training would offer to meet with any and all interested participants to field questions and provide additional information and/or support. We further built networking time into the workshop agenda. It was our hope that by conducting informal meetings of this nature, parents would get to know one another better and begin to form relationships that would last beyond the completion of the workshop. When traveling around the state we set up additional meetings with families and or district personnel to address the needs of a particular community. These meetings were usually held in the evening hours. 60 meetings were held after workshops, 72 meetings were pre-scheduled during evening hours.

Project Adobe conducted 203 workshops and/or presentations to more than 8,012 individuals in all areas of the state. Project DreamCatchers (Part C) conducted 78 workshops and/or presentation to more than 1,066 individuals in all areas of the state. At all Project Adobe IEP Process workshops, the trainer included a presentation on the Adobe Corp and distributed information. Workshop participants received an interest card and were asked to complete if they were interested in further Advocacy training or becoming an Adobe Corp member. Approximately 1,224 cards were handed out during the grant period.

Objective 3:
Provide expanded technical assistance (using both one-on-one and workshop models) to 1000 New Mexico families and/or professionals, which builds on the strengths of families.

6,000 Parents Reaching Out brochures and 1,972 Project Adobe information brochures were distributed during the grant period. Over the grant period we built a mail list of over 7,000 families and professionals who received our PROgram, newsletter, and other miscellaneous mailings.
12 workshops were completed in collaboration with the Interagency Coordinating Council, 6 were completed with the IDEA panels, 5 were completed with Department of Early Childhood Conferences, 6 were completed with the PRO's Annual Conference, 6 were completed with Children's Medical Services, 44 were completed with the NM State Department of Education Conferences and 62 were completed with various other agencies.

PRO's telephone numbers, local and toll-free, were regularly publicized in all 26 of PRO's newsletters and other publications including the SDE's Parent Rights pamphlet and the Children Youth and Family Department's calendars and information packets. Parents Reaching Out distributed 103,000 PROgrams through 26 printings during this reporting cycle.
The information was also publicized on our web-site which is linked to by 52 other sites and on more than 10,000 products that were distributed by PRO and others. (Example Tee Shirts, Magnets, Handbags, Pens and Coffee Mugs.)

Objective 4:
Provide technical assistance and insight into families with children with disabilities to developers and implementers of public policy.

Parents Reaching Out's staff participated on the IDEA State and Local Panels, Part H of the ICC Council, Division of Vocation Rehab Council and Family/School/Community Partnerships. committees or councils. Project staff also participated on the SDE Policy and Procedures Task Force, the Alternate Dispute Resolution Task Force, the SDE OSEP Monitoring Committee, Adolescent Transition Group and met monthly with a group of attorneys and advocates interested in special education law. In addition to the above Project Adobe had two staff members appointed to national work groups: the stakeholder group for the IDEA Partnerships, The National Board for Special Education Accountability and Monitoring and the National taskforce for Mental Health in the Schools. Project Adobe met and networked with 6,401 people at 539 various meetings and task forces during this reporting period.

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Goal 3 (page 29) **Increase outreach to minority and underserved families.**	**Objective 1:** **Expand availability of Project staff in regions outside of the Albuquerque/Los Lunas area.**	We focused special attention on the Navajo Nation, Deming School district, Gadsden School district and Central Rio Grande River Valley. These regions were selected based on the number of calls we received for their respective areas additionally the Deming and Gadsden school districts are on the border with Mexico. In collaboration with Project Petroglyphs, we entered into a contract with the Native American Protection and Advocacy to share a full-time employee to meet the needs of the Navajo people. We hired a Mexican native to build a Fiesta Educativa type project in the Albuquerque area. Also in collaboration with Project Petroglyphs we hired a full-time employee in the Deming School District area to meet the unique needs of that population.
	Objective 2: **Train newly hired staff.**	All newly hired staff participated in a one day "IEP Process", two day "Advocacy With Honor" workshop, one day "Parent-to-Parent" workshop in addition to mandatory quarterly staff development days and our annual staff retreat. Over the last five years the orgnaization has identified the following as areas for in-service and has provided them to the staff through our quarterly staff development days or via the annual three day staff retreat: Prepare and Present, Partnerships, Teambuilding, IEP Process and Transition, Right Question Project, Publication Design, HealthCare Options, Parent to Parent, Project Cross training four times and several others.
	Objective 3: **Increase efforts to recruit Community-Based Advocates from minority populations.**	We provided 95 trainings and information in Spanish. We supported Spanish and Navajo speaking CBAs and continued our outreach efforts to identify more minorities and non-English speaking CBAs interested in working with the Project. We have presented in over 73 identified communities thourgh out New Mexico. We worked closely with 10 other agencies in New Mexico who serve either Spanish or Native families.
	Objective 4: **Year two of Project hire additional .5 FTE to address unmet needs.**	We gathered and examined information through phone and individual contacts with families, from other advocacy organizations, service providers and other professionals. We used literature reviews, meetings with community members, meetings with special educators, university faculty with whom we work, SDE staff, federal sources and the Internet to identify needs of families. Though we used many of the above sources in helping to identify the unmet needs of families, we found the best source of information is listening to families. We hosted, developed or attended 62 different support groups throughout communities in our state. We developed a contract with the Native American Protection and Advocacy to meet the needs of the Navajo people in the Northwest corner of New Mexico. We hired a person in the Albuquerque and Deming areas to meet the needs of Spanish speaking families.
Goal 4 (page 30) **Utilize evaluation findings to access impact/effectiveness of current Project practices and modify as needed.**	**Objective 1:** **Explore through a variety of tools the impact of Project Adobe Corps Community-Based Advocates on local communities in New Mexico.**	[illegible]ed with the Alliance Project to evaluate the impact of the Project. The data collected helped us assess the e[illegible] of the CBAs as well as the effectiveness of the Project staff within their communities and the Project as a whole. With the help of the Alliance, we evaluated the Project on an annual basis over the past three years. A person independent of the Project conducted the annual evaluation. As with anything new, it took a while for the Project to adapt to the new procedures. However, through these evaluations, we feel we gained useful information and have implemented the changes needed. We have held 10 focus groups during the grant period. We met on several occasions the night before a workshop with interested parties to discuss the needs of the community. Evaluations were collected after every Project Adobe workshop and were continually used to refine Project activities.

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	We developed a Project evaluation that went out with randomly selected handbooks that were mailed. The evaluation form looked at both the handbook and the person offering assistance. The evaluation gave the person an opportunity to sign up for any future workshops. We conducted 102 follow-up interviews by phone with the Adobe Corp volunteers. The respons was wonderful. The suggestions received from them provided useful information to identify needs of families within communities as well ideas useful to staff in their efforts to improve support for Adobe Corp volunteers,
Objective 2: **Conduct focus groups with families assisted by CBAs.**	We mailed surveys to the Adobe Corp with self addressed stamped return envelops. We received only a few responses to this particular survey. This low response was very disappointing. We held 3 focus groups with families assisted by CBA's. Upon analyzing the results of the focus groups, the information received was excellent regarding our Adobe Corp members. Most of the people in the groups felt as if they had made a friend for life. It was brought to our attention through these focus groups, that some of the CBA's found it difficult to distinguish between giving information and supporting a family through some difficult times and doing it for the family. This will be addressed in furture Advocacy with Honor workshops.
Objective 3: **Conduct focus group with special education** administrators.	We were not able to hold any focus groups with special education administrators. However, we attended regular meetings with special education administrators in several districts in the state. We attended and participated in SDE Office of Special Education quarterly meetings and informal meetings on a regular basis. The response of school districts to the focus groups were so over whelming that we had to tell school districts that, even with their offer to cover expenses, we would be unable to meet the needs of most of their request, due to staff shortages. The focus groups were a catalyst for Parents Reaching Out to become a partner with school districts. Due to the focus groups' request concerning the role of the advocate and the SDE complaint management system, we were a major player in helping our state develop a new Alternative Dispute Resolution system that will help address both needs.
Objective 4: **Conduct focus groups with CBAs to evaluate** concept.	We held 5 focus groups with our CBA's. We spent alot of time analyzing the information we gathered from the Adobe Corp focus groups and interviews. The information we gathered indicated that we were doing good things and that the primary barrier to really supporting and working with the Adobe Corp is financial. We identified another need for close personal contact between our staff and the Adobe Corp. As a result, we assigned a staff person to oversee the Adobe Corp and to maintain the close personal contact that is needed. This person continually evaluated the Project and the Corp to ensure support was appropriately provided.

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Objective 5: **Implement changes in materials, training techniques, referral process, and delivery of technical assistance based on results of surveys and focus groups.**	In an on-going effort to provide the best information, support and service to families, we constantly updated and created materials, workshop techniques and refined how we delivered technical assistance. The following publications were created and updated during this grant period: Handbook, english/spanish, Next Steps to Success, The Journey Begins, english/spanish, Book of Ideas, The Journey Continues, english/spanish, Bridge to the Future, english/spanish, Exented School Year, english/spanish, Positive Directions for Student Behavior and a Project Adobe CD that is a compulation of the above publications. During this grant period we also revised our CBA workshop and it is now a two day Adovcacy with Honor workshop.

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